

## CHAPTER 1

Bilingualism: Definitions and Distinctions

## Some Dimensions of Bilingualism

## Bilingualism and multilinguals

can be analyzed along the following over-lapping and interacting dimensions:

- **Ability:** Some bilinguals actively speak and write in both languages (productive competence), others are more passive bilinguals and may have receptive ability (understanding or reading).
- **Use :** the domains where each language is acquired and used are varied  
(E.g. home, school, phone, TV)
- **Balance of two languages:** rarely are bilinguals and multilinguals equal in their ability or use of their two languages. Often one language is dominant.
- **Age:** when children learn two languages from birth, this is often called simultaneous or infant bilingualism, if a child learns a second language after about three years of age, it is termed consecutive or sequential bilingualism.
- **Development:** incipient bilinguals have one well developed language, and the other is in the early stages of development. When a second language is developing, this is ascendant bilingualism, compared with recessive bilingualism when one language is decreasing, resulting in temporary or permanent language attrition.
- **Culture:** Bilinguals become more or less bicultural or multicultural. It is almost possible for someone. (E.g. foreign language graduate).
- **Contexts:** some bilinguals live in bilingual and multilingual endogenous communities that use more than one language on an everyday basis. Where there is an absence of a second language community, the context is exogenous (e.g. Russian bilinguals in the US). Some contexts may be subtractive, where the politics of a country favors the replacement of the home language by the majority language (e.g. Spanish being replaced by English in the US) This particularly occurs among immigrant bilinguals (e.g. in the US and UK) other context are additive such that a person learns a second language at no cost to their first language as occurs in elite or prestigious bilinguals.
- **Elective bilingualism:** is a characteristic of individuals who choose to learn a language, for example in the classroom. Bilinguals learn another language to function effectively because of their circumstances (e.g. as immigrants)

Example of Language Targets	Example of Language Contexts (Domains)
1. Nuclear Family	a- Shopping
2. Extended Family	b- Visual and Auditory Media
3. Work Colleagues	c- Printed Media
4. Friends	d- Cinema/Discos/Theater/Concerts
5. Neighbors	e- Work
6. Religious Leaders	f- Correspondence/telephone
7. Teacher	g- Clubs/ societies/organizations
8. Presidents, Principals, other Leaders	h- Leisure & Hobbies
9. Bureaucrats	i- Religious Meeting
10. Local Community	j- Information and communication Techno.

- The Four Language Abilities:

	Oracy	Literacy
Receptive skills	Listening	Reading
Productive skills	Speaking	Writing

- Minimal and Maximal Bilingualism

A classic definition of bilingualism such as “the native-like control of two or more languages” appears too extreme and maximalist.

The term incipient bilingualism allows people with minimal competence in a second language to squeeze into the bilingual category.

- Semilingualism “/” Double semilingualism
- Sometimes termed pejoratively as semilinguals or double semilinguals, the group is regarded as not having sufficient competence in either language.
- Hansgard described semilingualism in terms of deficiencies in bilinguals when compared with monolinguals on the following: display a small vocabulary and incorrect grammar, consciously think about language production, stilted and uncreative with each language, and finds it difficult to think and express emotions in either language.

- Bachman's Model of language competence

A major model of language competence was proposed by Bachman (1990), refined by Bachman and Palmer (1996) and with critique by McNamara (2003).

Bachman (1990) proposed a model that is summarized in the following table:

Language Competence

1- Organization Competence

- (i) Grammatical (e.g. Syntax, Vocabulary)
- (ii) Textual (e.g. Written and oral cohesion)

2- Pragmatic Competence

- (i) Illocutionary Competence (e.g. speech strategies, language functions)
- (ii) Sociolinguistic Competence (e.g. sensitivity to register, dialect, cultural figures of speech)

- KEY POINTS IN THIS CHAPTER

- There is a difference between bilingualism as an individual possession and two or more languages operating within a groups, community, region or country.
- At an individual level, there is a distinction between a person's ability in two languages and their use of those languages.
- Bilinguals typically use their two languages with different people, in different contexts and for different purposes.
- Language abilities are listening, speaking, reading and writing. Thinking in a language is sometimes seemed as a fifth language ability.
- Balanced bilinguals with equal and strong competence in their two languages are rare.
- There is a difference between a monolingual or fractional view of bilinguals and holistic view. The fractional view sees bilinguals as two monolinguals inside one person. The holistic view sees bilinguals as a complete linguistic entity, an integrated whole.
- The term "semi lingual" or "double, semilingualism" has been used to describe those whose languages are both under-developed. However, the label has tended to take on negative, political and personally pejorative connotations.
- A distinction is made between the kind of language required for conversational fluency and the type of language required for academic, classroom operations.
- Language competence includes not only linguistic competence (e.g. vocabulary, grammar) but also competence in different social and cultural situations with different people.

## CHAPTER 2

The Measurement of Bilingualism- THE PURPOSES OF THE MEASUREMENT OF BINGUALS

- 1- Distribution : An example of the measurement of bilinguals is census questions requesting information about ability or usage in two or more languages ( e.g. in US, Canada, Ireland)
- 2- Selection : Bilinguals may be distinguished as "separate" groups for selection purposes. For example, a school may wish to allocate children to classes, streams, groups or tracks based on their degree of bilingual proficiency or language background.
- 3- Summative: It means " totaling up" to indicate the destination a person has reached in their language learning journey. Summing up someone's language proficiency may occur, for example, at the end of a semester or a school year.
- 4- Formative : a test or assessment device that gives feedback during learning, and to aid further development is formative assessment.

- THE ASSESSMENT OF BILINGUALS IN SCHOOL

Language proficiency tests are usually classified into norm referenced and criterion referenced tests, the former usually being summative tests, the latter mostly being formative tests.

Self-rating on proficiency

Students may be asked to assess their language strengths and weaknesses. An example to illustrate self-rating on language proficiency follows:

Can you <u>understand</u> : English? Spanish?	Can you <u>speak</u> : English? Spanish?
Can you <u>read</u> : English? Spanish?	Can you <u>write</u> : English? Spanish?

- Yes – fluently
- Yes – fairly well
- Yes – some
- Yes – just a little
- No – not now

The tape recording of interviews or storytelling to measure oral proficiency is frequently used.

A radical alternative is seeing how bilinguals perform in both languages in a range of real communicative situations. Observing a bilingual in a shop, at home, at work and during leisure activity might be consuming and may be biased by the presence of the researcher. Being a "research situation", it is sometimes intrusive into individual privacy and may be unrepresentative across time and place.

(IELTS) – International English Language Testing System.

- Language Balance and Dominance Measures

- Speed of reaction in a word association task.
- Quantity of reactions to a word association task. Bilinguals are measured for the number of associations given within one minute when a stimulus word (e.g. color) is presented.
- Detection of words using both languages.
- Time taken to read a set of words in the respondent's two languages.
- Amount of mixing the two languages.

- LANGUAGE CENSUSES

Question 11

(a) Does this person speak a language other than English at home?

- ☐ Yes
- ☐ No Skip to 12

(b) What is this language?  
(for example : Korean, Italian, Spanish)

(c) How well does this person speak English?

- ☐ Very well
- ☐ Well
- ☐ Not well
- ☐ Not at all

Census questions about home language, mother tongue and first language are often ambiguous. In the 2001 Canadian Census, one of the three language questions was "Can this person speak English or French well enough to conduct a conversation? This reveals the ambiguity of census questions. The term "speak well enough" may be interpreted in different ways by different people.

- KEY POINTS IN THE CHAPTER

- Bilinguals are measured both for their proficiency and use of their languages. Examples include census surveys of languages in a population, selection for different classes in school according to language ability, assessment of competency following second language learning.
- Language Background scales measure a person's use of their languages in different domains and different relationships.
- Language balance and dominance measures seek to gauge the relative strength of each language of a bilingual.
- Communicative language testing attempts to measure a person's use of languages in authentic situations.
- Criterion referenced language tests seek to provide a profile of language sub-skills whereas norm referenced tests compare a person with other people and for what political purposes the tests will be used. It regards test-takers as political subjects in a political context.
- Language censuses are used in many countries to measure the extent and density of speakers of different languages. There are problems with terms used, validity of the questions and reliability of the answers.

## CHAPTER 3

Endangered languages: Planning and Revitalization

## ENDANGERED LANGUAGES

There is no exact agreement as to the number of living languages in the world.

A UNESCO estimates 5000 to 6000 languages in existence.

David Crystal (2000) suggests that there are five basic arguments why retaining language diversity is essential:

- It is widely agreed that ecological diversity is essential.
- Languages express identity.
- Languages are repositories of history.
- Languages contribute to the sum of human knowledge.
- Languages are interesting in themselves.

## LANGUAGE POLICIES

First, the evolutionist will follow Darwin's idea of the survival of the fittest. Those languages that are strong will survive. The weaker languages will either have to adapt themselves to their environment, or die.

The second approach to languages is that of conservationists (William, 1991a) Conservationists will argue for the maintenance (and increasingly the enrichment) of variety in language garden. For conservationists, language planning must care for a cherish minority languages, revitalizing and invigorating.

The third attitude to languages is that of preservationists (Williams, 1991a) Preservationists are different from conservationists by being more conservative and seeking to maintain the status quo rather to develop the language.

## LANGUAGE PLANNING

Language planning also called language engineering, refers to "deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes. Traditionally, such language planning involves three integrated lines of attack:

- 1- Status planning (e.g. raising the status of language within society across as many institutions as possible.
- 2- Corpus planning (e.g. modernizing terminology, standardization of grammar and spelling).
- 3- Acquisition planning (creating language spread by increasing the number of speakers and uses by, for example, interventions with parents, language learning in school, adult language classes literacy.

The bedrock of language planning is acquisition planning. The inter-generational transmission of a language (parents passing their languages(s) onto their children)

## A THEORETICAL MODEL OF LANGUAGE REVITALIZATION

In an attempt to create a model rather than a list of many factors involved in language vitality, Giles et al. (1977) and Giles (2001) propose a three category model :

- 1- Status factor : (a) The economic status  
(b) The social status of language  
(c ) Symbolic status
- 2- Demographic factors : (a)- concerns the geographical distribution of a language minority group.  
(b)- the number of speakers of a certain language and their saturation within a particular area.
- 3- Institutional factors : such institutions will include national, regional and local government, religious and cultural organizations, mass media commerce and industry, and not least education.

Religion can be a strong and important vehicle for the maintenance of majority and a minority language.



## A THEORY OF LANGUAGE REVERSAL

A major contribution to the theory of attempting the reversal of language shift is by JOSHUA FISHMAN.

- Fishman clarifies the relationship between language and culture in terms of three links:

- 1- A language indexes its culture.
- 2- A language symbolizes its culture.
- 3- Culture is partly created from its language.

## STEPS IN REVERSING LANGUAGE SHIFT (8 Stages)

Stage 8 – social isolation of the few remaining speakers of the minority language. Need to record the language for later possible reconstruction.

Stage 7 – minority language used by older and not younger generation. Need to multiply the language in the younger generation.

Stage 6 – minority language is passed on from generation to generation and used in the community. Need to support the family in intergenerational continuity (e.g. provision of minority language nursery schools)

Stage 5 – literacy in the minority language. Need to support literacy movements in the minority language, particularly when there is no government support.

Stage 4 – formal, compulsory education available in the minority language. May need to be financially supported by the minority language community.

Stage 3 – use of the minority language in less specialized work areas involving interaction with majority language speakers.

Stage 2 – lower government services and mass media available in the minority language.

Stage 1 – some use of minority language available in higher education, central government and national media.

## KEY POINTS IN THIS CHAPTER

- The languages of the world are rapidly declining in number with predictions of 50-90% of the world's languages dying or near death in the next century. The world's language and cultural diversity is thus endangered.
- Language planning is needed for language maintenance, revitalization and reversing language shift. Language planning includes acquisition planning (home and education) status planning (e.g. in key institutions) and corpus planning (e.g. standardization and modernization).
- Language vitality concerns three factors :
  - 1- Economic, social and symbolic status
  - 2- Geographical density and distribution of language minority speakers
  - 3- Institutional support factors (e.g. religion, administration, mass media, education and community)
- Fishman's model of Reversing Language shift has eight stages that reflect different conditions in the health of a language and steps needed to revive a language.
- The transmission of minority language in a family is an essential foundation for the re-building of that language.

## CHAPTER 4

LANGUAGE IN SOCIETY

## DIGLOSSIA

The term bilingualism is typically used to describe the two languages of an individual. When the focus changes to two languages in society, the term often used is diglossia.

Ferguson (1959) first described diglossia in terms of two varieties of the same language (dialects).

Even with the territorial principle ( a language being given official status in a specific geographical area).

## ADDITIVE AND SUBTRACTIVE CONTEXTS

An additive bilingual situation is where the addition of a second language and culture is unlikely to replace or displace the first language and culture.

When the second language and culture are acquired (e.g. immigrant) with pressure to replace or demote the first language, a subtractive form of bilingualism may occur.

## ENGLISH AS GLOBAL LANGUAGE

- 1- In many countries , English is the first language and often the only language of the majority of the population. In the United States, Australia, Canada, UK, Ireland and New Zeland.
  - 2- In many countries of the world, English co-exists with other languages in a bilingual or multilingual situation. (e.g. South Africa, India)
  - 3- In many "expanding circle" countries of the world. English has no official status and may not be spoken at all by the vast majority of the population. In these countries. (e.g. Japan, China)
- Rahman (2005) claims that there are three Islamic responses to English
    - 1- Acceptance of English and assimilation into Anglophone culture.
    - 2- Rejection and resistance based of religion and preferred identity and values.
    - 3- Pragmatic utilization so as to share power and knowledge.

## KEY POINTS IN THIS CHAPTER

- Diglossia is used to describe and analyze two languages existing together in a society in a relatively stable arrangement through different uses attached to each language.
- The territorial principle is a claim to the right to a language within a geographical area while the personality principle is a claim to the right to use a language based on an individual's ownership of a language that belongs to them wherever they travel within their country (e.g. Canada)
- Minority languages can decline by three generation shift, from grandparents being monolingual in the minority language, to their grandchildren being monolingual in the majority language. Bilingual parents in the second generation are half-way house.
- Language resurrection is slow and starts with a few often enthusiasts.
- Language has been a key symbol of national identity and as a badge of loyalty.
- The English language is spreading rapidly, mostly as a second and foreign language. Its advantages and disadvantages as an international languages. Bilingualism and multilingualism in English and another language or languages is globally increasing.

## CHAPTER 5

THE EARLY DEVELOPMENT OF BILINGUALISM

## TYPES OF CHILDHOOD BILINGUALISM

- 1- Simultaneous : simultaneous childhood bilingualism refers to child acquiring two languages at the same time from birth, sometimes called infant bilingualism.  
(e.g. where one parent speaks one language to the child, and the other parent speaks a different language, the child may learn both languages simultaneously).
- 2- Sequential : (e.g. when a child learns one language in the home, then goes to a nursery or elementary school and learns a second language).

## THE SIMULTANEOUS ACQUISITION OF BILINGUALISM AND MULTILINGUALISM

- To acquire successfully two languages from birth, babies need to be able to :
  - (a)- differentiate between the two languages.
  - (b)- effectively store the two languages for both understanding (input) and production (output).

Research suggests infants have these capacities and thus infant bilingualism is very viable.

(Deuchar & Quay, 2000, Genesee, 2001, 2003, Genesee et al., 2004, Meisel, 2004)

## TYPES OF SIMULTANEOUS ACQUISITION

## Categories of Early Childhood Bilingualism

- 1- One person – one language.
- 2- Home language is different from outside the home.
- 3- Mixed language.
- 4- Delayed introduction of the second language.

TRILINGUALISM

Many people are multilingual and not just bilingual.

(e.g. some Swedish people are fluent in Swedish, German and English)

Codemixing : is a term used to describe changes at the word level.

Purposes of codeswitching :

- 1- Code-switches may be used to emphasize a particular point in conversation. If one word needs stressing or is central in a sentence, a switch may be made .
- 2- If a person does not know a word or a phrase in a language, that person may substitute a word in another language.
- 3- Words or phrases in two languages may not correspond exactly and the bilingual may switch to one language to express a concept that has no equivalent in the culture of the other language.
- 4- Codeswitching may be used to reinforce a request.
- 5- Repetition of a phrase or passage in another language may also be used to clarify a point.
- 6- Codeswitching may be used to express identity, communicate friendship or family bonding.

#### CHILDREN AS LANGUAGE INTERPRESTERS AND BROKERS

(e.g.)

Father to daughter in Italian : Digli che e un imbecille! (Tell him he is an idiot!)

Daughter to trader: My father won't accept your offer.

## KEY POINTS IN THIS CHAPTER

- 1- Children are born ready to become bilinguals, trilinguals, multilinguals.
- 2- There is a difference between simultaneous (acquire two languages together) and sequential (acquire one language later than the others) childhood bilingualism.
- 3- Dual language acquisition starts at the fetal state, extends into babbling and can be operating successfully at two and three years of age.
- 4- Young children learn to differentiate between two languages and can effectively store those languages.
- 5- Early studies of bilingual children revealed that if each parent speaks a different language to the child, dual language competence can occur, although the balance shifts throughout an individual's language history.
- 6- The "one person, one language" parental approach in a family is a well documented and often successful route to bilingualism. Many other routes are equally successful including when both parents speak both languages to the child.
- 7- Trilingualism and multilingualism can also be successfully achieved in young children, although the languages may not become equally strong.
- 8- Bilingualism typically favors the acquisition of a further language. Bilinguals tend to have an advantage in learning a new language.
- 9- Codeswitching is typical in bilinguals and has many valuable purposes in relationships and relaying messages, as well as expressing roles, norms and values.
- 10- Codeswitching varies according to who is in the conversation, what is the topic, and what kind of context the conversation occurs.
- 11- Children may act as language brokers for parents when their proficiency in the majority language is ahead of their parents. This has many advantages and disadvantages for the child.

## CHAPTER 6

## THE LATER DEVELOPMENT OF BILINGUALISM

## REASONS FOR SECOND LANGUAGE LEARNING

- 1- Social reasons
- 2- Individual reasons

## SOCIAL REASONS

For language minority children the aim of second language instruction may be assimilations and subtractive.

In contrast, children are sometimes taught minority languages in order to preserve or restore a language that is being or has been lost.

A different societal reason for second language acquisition other than assimilations or preservationist is to reduce conflict and obtain increased harmony between language groups through bilingualism.

Second and third language learning is often encouraged for economic and trade reasons. (e.g. in Singapore, Scandinavia)

There is a growing realization that speaking foreign languages is important in increasingly competitive international trade.

## INDIVIDUAL REASONS

There are many reasons why the individual child or adult can benefit by being taught a second or third language, they are:

- 1- For cultural awareness.
- 2- For cognitive development.
- 3- For social : such affective goals include the possibility of incipient bilinguals being able to create more effective relationships with target language speakers.
- 4- For careers and employment.



### FORMAL SECOND LANGUAGE LEARNING

Where a second language is not acquired in the community, the school has been the major institution expected to produce second language.

### INDIVIDUAL DIFFERENCES : ATTITUDES AND MOTIVATION

Q : What are the motives for learning a second language?

- 1- Instrumental motivation: a wish to identify with or join another language groups.
- 2- Integrative motivation: learning a language for useful purposes.

Much of research in this area, but not all, links integrative motivation rather than instrumental motivation with the greater likelihood of achieving proficiency in the second language.

### KEY POINTS IN THE CHAPTER

- Reasons for second language learning include ideological ( e.g. assimilation ) , international (e.g. trade, peace ) and individual ( e.g. cultural awareness, employment) reasons.
- Voluntary language learning classes, community classes, Saturday schools, classes in the mosque, synagogue, temple or church and Ulpan adult language learning schemes are routes to sequential bilingualism and minority language maintenance in individuals.
- While there are no critical periods of language learning, there are advantageous periods. Early childhood and school days are two advantageous periods. Many successful adult second language learners show that increasing age is not a disadvantage.
- Individuals differ in their language learning histories due to social and personal factors. Among immigrants, language loss is often present as assimilation and instrumental motives is regarded as influencing success.
- Second language learning affects social identity. Language learning is partly about socialization into a new group. We learn the meaning, values and power relationships of a new group, and changing our multiple identities.